



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

101 W. 44th St, Tucson, AZ 85713

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Wade McRae
Schedule : 07:30 AM to 05:00 PM
Grades : 6-8
Web Address : edweb.tusd.k12.az.us/Wakefield
Phone Number : (520) 225-3800
Fax Number : (520) 225-3801
E-mail : wade.mcrae@tusd1.org

Mission

The Wakefield Community is committed to preparing generations of dynamic and caring leaders who will make a difference.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 SI Year 1
2004-05 SI Year 1
2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide curricular programs of instruction to promote a college-bound curriculum with an emphasis on literacy in the following areas: Math, science, reading/writing/social studies, music and fine arts.
- ü Continue community partnerships focused on mentoring and tutorial opportunities for sixth through eighth grade students.

Enrollment

October 1, 2005 School Year Student Enrollment : 543
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 30

Instructional Programs

- ü GATE Math/GATE Science
- ü Reading Classes
- ü On-site Special Education CCBS
- ü Dual Language Program/ESL/SSL Program
- ü Accelerated Math
- ü Opening Minds through the Arts -OMA-
- ü AIMS Math/Reading/Writing
- ü Math Improvement

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Communication is frequent and informative. Information is disseminated bilingually in Spanish/English. Parents and community members are encouraged to participate in their children's education as learner, advocate and committee member.

Parents

Students are expected to attend school regularly and to be on time. Parent/Teacher conferences and home visits are scheduled throughout the year. Parents are expected to follow our Wakefield Uniform and Academic Achievement Policy.

Transportation Policy

Wakefield Middle School is a neighborhood school. Some Special Education students are transported. Our district policy defines 2.5 miles as the maximum boundary. Students living beyond the 2.5 miles would receive transportation services.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Science Fair Regional	2005
ü Bilingual Teacher of the Year Arizona	2004
ü Conrado Gomez Spelling Bee	2005
ü Lapan Foundation	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	4286	79327	99	94	98	474	500	518	43	28	19	25	24	20	31	39	46	1	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	2076	38961	99	95	98	471	501	520	45	25	16	29	26	20	26	40	48	NA	9	16
Male	100	2208	40295	100	94	97	478	499	516	42	31	21	22	22	19	35	38	44	1	10	16
African American	NC	300	4247	NC	95	98	NC	484	499	NC	38	27	NC	25	24	NC	34	41	NC	4	8
Hispanic	176	2354	32327	99	93	98	475	488	499	42	34	27	25	27	25	32	35	41	1	5	8
Asian/Pacific Islander	NC	106	1939	NC	98	99	NC	544	556	NC	11	6	NC	11	10	NC	49	47	NC	28	36
American Indian/Alaskan Native	NC	195	4391	NC	97	96	NC	477	489	NC	41	32	NC	29	27	NC	29	36	NC	2	4
White	--	1331	36373	--	95	98	--	524	538	--	15	10	--	19	14	--	48	52	--	19	25
Students with Disabilities	42	539	9321	100	79	87	442	457	467	79	61	54	14	22	22	7	15	21	NA	1	3
Students without Disabilities	143	3747	70006	99	97	100	483	505	524	33	23	14	29	24	19	38	42	49	1	11	18
Limited English Proficient Students	71	483	9431	99	88	95	456	454	466	66	66	53	21	23	27	13	10	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	144	2195	37097	99	94	97	477	487	498	43	35	27	22	26	25	34	34	41	1	5	7
Non-Economically Disadvantaged	41	2091	42230	100	95	99	464	512	535	44	20	11	37	22	15	20	44	50	NA	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	4423	79501	99	97	98	458	485	497	31	15	10	39	31	25	29	52	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	2144	39062	99	98	99	458	490	502	28	11	8	41	30	23	31	56	64	NA	3	5
Male	100	2277	40368	100	97	98	458	480	491	34	18	13	37	31	27	28	49	57	1	2	3
African American	NC	309	4279	NC	97	99	NC	475	485	NC	20	14	NC	32	30	NC	47	54	NC	1	2
Hispanic	176	2452	32389	99	97	98	458	474	478	32	19	16	38	36	34	30	45	48	1	1	1
Asian/Pacific Islander	NC	107	1936	NC	99	99	NC	512	519	NC	3	3	NC	21	14	NC	67	73	NC	8	9
American Indian/Alaskan Native	NC	195	4401	NC	97	96	NC	469	473	NC	21	17	NC	41	40	NC	38	43	NC	1	1
White	--	1360	36446	--	97	99	--	506	516	--	7	4	--	21	15	--	68	73	--	5	7
Students with Disabilities	42	601	9411	100	88	88	424	443	453	64	41	36	33	40	36	2	19	26	NA	1	1
Students without Disabilities	143	3822	70090	99	99	100	467	491	502	22	11	7	41	29	24	37	58	65	1	3	5
Limited English Proficient Students	71	513	9401	99	94	94	431	434	443	54	51	40	37	39	46	10	10	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	144	2266	37183	99	97	97	459	473	479	31	19	16	37	36	34	32	44	49	1	1	1
Non-Economically Disadvantaged	41	2157	42318	100	98	99	454	497	513	34	10	5	46	25	17	20	61	70	NA	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	184	4464	80000	99	98	99	524	560	564	7	3	3	23	11	11	69	80	75	1	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	85	2164	39288	99	99	99	543	574	579	2	2	2	16	6	6	81	83	77	NA	9	16
Male	99	2297	40644	99	98	98	507	546	549	11	4	4	29	16	15	59	77	74	1	3	7
African American	NC	315	4307	NC	99	99	NC	539	551	NC	8	4	NC	13	13	NC	74	75	NC	4	7
Hispanic	176	2475	32672	99	98	99	522	553	548	7	3	4	24	13	14	68	81	76	1	4	6
Asian/Pacific Islander	NC	106	1945	NC	98	99	NC	596	592	NC	1	1	NC	4	4	NC	70	69	NC	25	25
American Indian/Alaskan Native	NC	197	4424	NC	98	97	NC	551	549	NC	3	3	NC	15	14	NC	79	77	NC	3	5
White	--	1370	36602	--	98	99	--	575	579	--	2	2	--	7	7	--	80	75	--	11	16
Students with Disabilities	42	640	9919	100	93	93	457	504	505	24	10	9	40	34	35	36	55	54	NA	1	2
Students without Disabilities	142	3824	70081	99	99	100	542	568	571	2	2	2	18	7	7	79	84	79	1	7	12
Limited English Proficient Students	70	524	9571	97	96	96	479	498	502	13	11	10	43	31	29	44	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	144	2296	37534	99	98	98	524	548	547	6	4	4	23	14	15	70	78	76	1	4	5
Non-Economically Disadvantaged	40	2168	42466	98	98	100	522	572	578	10	2	2	25	8	7	65	82	75	NA	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	177	4399	78546	99	97	97	502	528	543	38	22	15	25	21	18	36	48	52	1	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2183	38645	100	97	98	505	531	545	37	20	13	19	20	18	43	51	54	1	9	15
Male	98	2209	39792	99	96	97	500	526	542	39	25	17	30	22	17	31	44	50	1	9	15
African American	NC	289	4205	NC	97	97	NC	518	524	NC	26	22	NC	24	22	NC	45	49	NC	4	7
Hispanic	164	2347	31177	99	97	97	502	516	524	38	27	22	24	24	23	37	44	48	1	4	7
Asian/Pacific Islander	--	113	1940	--	98	99	--	560	580	--	9	5	--	13	9	--	57	53	--	21	33
American Indian/Alaskan Native	NC	193	4689	NC	96	95	NC	511	515	NC	34	28	NC	23	25	NC	39	43	NC	4	4
White	NC	1448	36450	NC	97	97	NC	550	563	NC	13	7	NC	16	12	NC	54	57	NC	18	23
Students with Disabilities	26	530	8093	96	84	82	483	480	489	54	58	50	27	24	24	19	18	23	NA	1	2
Students without Disabilities	151	3869	70453	100	99	100	505	534	549	35	17	11	25	21	17	39	52	56	1	10	16
Limited English Proficient Students	63	584	9323	100	95	94	476	483	491	62	56	47	27	25	28	11	19	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	132	2090	34694	99	96	96	502	516	524	39	28	23	25	25	23	36	43	48	1	5	7
Non-Economically Disadvantaged	45	2309	43852	100	98	99	503	539	559	36	17	10	24	17	13	38	52	56	2	13	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	177	4467	79045	99	98	98	483	501	512	19	14	10	39	31	25	41	51	58	1	5	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2206	38860	100	98	98	490	509	519	19	9	7	32	28	22	48	57	62	1	6	8
Male	98	2254	40075	99	98	97	477	493	505	19	18	12	45	34	28	36	45	54	NA	4	6
African American	NC	295	4250	NC	99	98	NC	494	500	NC	16	12	NC	33	31	NC	50	54	NC	1	3
Hispanic	164	2386	31314	99	98	98	481	488	493	20	18	16	40	36	34	39	45	48	1	2	2
Asian/Pacific Islander	--	114	1949	--	99	99	--	523	536	--	6	4	--	19	15	--	62	66	--	12	15
American Indian/Alaskan Native	NC	196	4719	NC	98	96	NC	490	489	NC	13	15	NC	38	39	NC	48	45	NC	1	2
White	NC	1467	36730	NC	98	98	NC	521	532	NC	7	4	NC	22	16	NC	60	68	NC	11	12
Students with Disabilities	26	588	8552	96	93	87	459	455	463	38	43	35	35	37	40	27	19	23	NA	1	1
Students without Disabilities	151	3879	70493	100	99	100	486	507	517	16	9	7	40	30	24	44	56	62	1	5	8
Limited English Proficient Students	63	602	9355	100	98	95	451	450	456	46	44	37	43	44	48	11	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	132	2126	34922	99	98	96	481	489	493	20	17	15	40	36	34	39	44	48	1	3	3
Non-Economically Disadvantaged	45	2341	44123	100	99	99	487	511	527	16	10	6	36	26	18	49	57	66	NA	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	4459	79657	98	98	99	543	569	566	6	2	3	13	8	8	81	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	2207	39120	99	98	99	560	582	580	1	1	2	10	4	4	88	93	92	NA	1	2
Male	97	2245	40423	98	98	98	529	557	553	10	4	5	15	12	12	74	84	83	NA	0	1
African American	NC	296	4290	NC	99	99	NC	566	560	NC	4	4	NC	7	9	NC	87	86	NC	1	1
Hispanic	162	2371	31642	98	98	99	542	561	552	7	3	5	14	10	11	79	87	84	NA	0	0
Asian/Pacific Islander	--	115	1948	--	100	99	--	588	589	--	1	1	--	4	3	--	90	91	--	4	4
American Indian/Alaskan Native	NC	200	4760	NC	100	97	NC	560	547	NC	3	5	NC	7	14	NC	91	81	NC	NA	0
White	NC	1468	36929	NC	98	99	NC	582	579	NC	1	2	NC	5	5	NC	92	91	NC	2	2
Students with Disabilities	25	583	9069	93	92	92	498	517	508	20	10	11	20	28	30	60	61	58	NA	1	1
Students without Disabilities	150	3876	70588	99	99	100	550	576	573	4	1	2	12	5	5	84	93	91	NA	1	1
Limited English Proficient Students	62	594	9521	98	96	96	498	518	507	16	9	13	24	23	24	60	67	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	130	2116	35341	98	97	97	540	560	551	4	3	5	16	12	12	80	86	83	NA	0	0
Non-Economically Disadvantaged	45	2343	44316	100	99	100	550	577	578	13	2	2	4	5	5	82	92	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	4533	78400	99	96	97	514	545	554	45	26	21	21	21	19	33	44	47	1	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2289	38686	100	97	98	517	544	554	47	24	20	22	22	20	32	45	49	NA	8	12
Male	108	2240	39636	98	95	96	512	545	554	44	28	23	20	19	18	34	42	46	1	11	13
African American	NC	339	4193	NC	96	97	NC	527	533	NC	35	32	NC	24	23	NC	37	40	NC	5	5
Hispanic	178	2362	30732	99	95	97	514	531	534	47	33	31	20	24	24	33	39	40	1	5	5
Asian/Pacific Islander	--	117	1827	--	98	99	--	584	594	--	9	8	--	17	12	--	46	49	--	27	31
American Indian/Alaskan Native	NC	178	4536	NC	98	95	NC	519	528	NC	41	35	NC	25	25	NC	30	37	NC	4	4
White	NC	1534	37038	NC	96	97	NC	570	575	NC	14	11	NC	15	14	NC	54	56	NC	17	19
Students with Disabilities	30	520	7840	94	76	81	481	494	498	63	63	60	20	18	18	17	17	20	NA	1	2
Students without Disabilities	157	4013	70560	100	99	99	519	551	560	42	21	17	21	21	19	36	47	50	1	10	14
Limited English Proficient Students	90	533	8956	99	93	95	497	498	502	63	62	56	18	20	25	18	17	18	1	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	136	2056	33014	99	94	95	518	531	534	41	33	31	24	24	24	35	39	40	1	4	5
Non-Economically Disadvantaged	51	2477	45386	98	97	99	504	556	569	57	21	15	14	18	15	29	47	52	NA	14	18

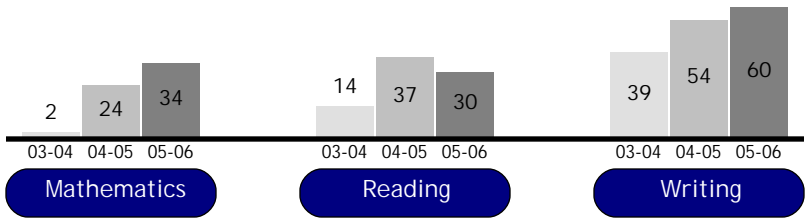
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	4640	79179	99	98	98	481	509	519	23	14	11	47	31	27	29	52	58	1	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2327	38974	100	98	99	484	514	524	22	11	8	51	29	25	25	57	61	3	4	5
Male	108	2309	40124	98	98	97	479	504	513	24	16	13	44	33	28	31	48	54	NA	3	4
African American	NC	348	4243	NC	98	98	NC	499	506	NC	20	14	NC	31	32	NC	45	51	NC	3	3
Hispanic	178	2414	30987	99	97	98	481	497	498	24	17	17	47	37	36	28	45	45	1	1	1
Asian/Pacific Islander	--	118	1832	--	99	99	--	530	543	--	4	4	--	25	17	--	62	69	--	8	10
American Indian/Alaskan Native	NC	182	4573	NC	100	96	NC	494	494	NC	19	16	NC	38	41	NC	43	42	NC	NA	1
White	NC	1574	37467	NC	99	98	NC	530	539	NC	7	5	NC	21	17	NC	66	70	NC	6	8
Students with Disabilities	30	626	8567	94	91	88	457	462	467	43	41	39	40	42	38	17	17	22	NA	0	1
Students without Disabilities	157	4014	70612	100	99	99	485	516	524	19	9	7	48	29	25	31	58	62	1	4	5
Limited English Proficient Students	90	546	9013	99	95	95	461	457	461	38	43	40	51	47	48	11	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	136	2108	33345	99	97	96	483	496	499	21	18	17	47	37	36	30	43	46	1	2	1
Non-Economically Disadvantaged	51	2532	45834	98	99	99	476	520	533	27	10	7	47	25	19	25	60	67	NA	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	186	4654	79734	98	98	99	526	555	554	5	3	3	35	18	19	60	79	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	2341	39243	100	99	99	535	568	568	4	2	2	30	11	12	66	87	85	NA	0	1
Male	107	2309	40413	97	98	98	519	542	541	6	3	4	38	25	26	56	72	70	NA	0	0
African American	NC	350	4285	NC	99	99	NC	544	548	NC	6	3	NC	19	22	NC	75	74	NC	0	0
Hispanic	177	2433	31254	98	98	99	526	547	539	5	3	5	36	22	25	60	75	70	NA	0	0
Asian/Pacific Islander	--	118	1837	--	99	99	--	580	579	--	NA	1	--	8	9	--	91	87	--	1	2
American Indian/Alaskan Native	NC	181	4613	NC	100	97	NC	538	535	NC	5	4	NC	24	29	NC	70	67	NC	1	0
White	NC	1568	37668	NC	98	99	NC	571	569	NC	1	1	NC	11	13	NC	88	85	NC	0	1
Students with Disabilities	30	627	8943	94	91	92	473	499	495	17	10	11	57	49	51	27	40	38	NA	1	1
Students without Disabilities	156	4027	70791	99	100	100	534	563	561	3	1	2	31	13	15	67	85	83	NA	0	0
Limited English Proficient Students	90	551	9138	99	96	97	491	492	492	9	13	13	54	45	46	37	42	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	136	2117	33718	99	97	97	526	545	538	4	4	5	35	23	26	60	73	69	NA	0	0
Non-Economically Disadvantaged	50	2537	46016	96	100	100	526	564	567	6	2	2	34	14	14	60	84	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	91	17	NA	56	99	34	44	51	98	28	46	56
	Language	92	14	38	48	99	28	41	47	98	24	41	50
	Mathematics	92	22	52	66	100	29	44	52	98	25	44	58
7	Reading	95	18	NA	54	96	28	44	50	98	32	44	54
	Language	97	20	48	58	96	27	48	52	98	37	50	58
	Mathematics	96	26	49	62	98	27	44	50	98	30	44	54
8	Reading	95	20	NA	55	98	30	46	51	98	28	50	58
	Language	97	16	41	52	98	31	47	50	98	30	50	56
	Mathematics	96	24	50	61	99	35	48	53	98	34	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Wakefield Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Academic Achievement
- Ü Student Behavior
- Ü Safety
- Ü Communication/Articulation
- Ü Facilities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	6.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	12	1	1	0
7 to 9 years	4	0	0	0
10 or more years	8	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	38
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	18%

Resources Available at School Site

Special Facilities

- Ü Family Literacy Program
- Ü Video Production Studio
- Ü Three Computer Labs

Extracurricular Activities

- Ü Interscholastic Sports
- Ü MECHA
- Ü CHESS Club
- Ü Gear-Up
- Ü Close-Up Foundation
- Ü 21st Century Grant
- Ü MESA

Social Services

- Ü Alternative to Suspension
- Ü Clothing/Food Banks
- Ü Counseling Services
- Ü Crisis Intervention

ü State of Arizona Performing Schools 2003-2004

ü Lappan Foundation recognition of achievement

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a closed campus during school hours. We have parent patrols and district monitors. Students wear uniforms. Administrators and staff involved in promoting positive behavior. In-house suspension program. After school detention program for tardy students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

31

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Alan Voelkel	(520) 225-3800
Transportation Policy	Nick Makres	(520) 225-4802
Community Resources	Pam Fine	(520) 225-7325
School Nutrition Programs	Carolyn Navarrete	(520) 225-3800
Parent Organization	Alan Voelkel	(520) 225-3800
Student Health/Nurse	Judy Welch	(520) 225-3817

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.